

Funding Opportunities Bulletin January 2012

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BUSINESS

Grants

Walker Foundation, Alex C

Due date: Apr 01, 2012 (anticipated)

The foundation funds market approaches for addressing economic imbalances and promoting a sustainable economy. Applicants should clearly describe how their project meets one or more of the first four purposes of the foundation and all projects should also have a plan to meet the last purpose - disseminate information on the results and findings.

The foundation awards grants to (1) investigate the causes of economic imbalances, particularly in relation to ecosystem services, climate change, energy security, food production, and other environmental matters; (2) investigate the effects of the global financial system and monetary policy in fostering a sustainable economy; (3) investigate causes tending to destroy or impair the free-enterprise system; (4) explore and develop market-based solutions; and (5) disseminate information on the results and findings. The foundation funds local, national, and international projects as pilot studies or demonstrations for solving economic imbalances that may affect the United States or challenge the global free-enterprise system. The foundation funds two categories of projects: traditional economics and ecological economics with a free-market orientation. The foundation seeks market-based approaches for addressing economic imbalances and protecting our environment. The trustees seek projects that promote greater knowledge of economic, scientific, and environmental issues and their possible relationship to economic imbalances and the free enterprise system. They also support investigations on the effect of legislation and international agreement on the foregoing subjects.

For more info <http://walker-foundation.org/net/content/page.aspx?s=5534.0.69.5316>

Research Grants

Society for Human Resource Management (SHRM) - SHRM Foundation

Due date: Apr 01, 2012 (anticipated)

The foundation funds original, rigorous empirical research projects that advance the HR profession.

The foundation funds high impact HR research, aimed at an academic audience while also having direct actionable implications for HR practice, whether the focus is on addressing current challenges or understanding emerging trends. Any topic will be considered, however the grant must be for original rigorous empirical academic research that advances the HR profession. While aimed at an academic audience, funded research should also have clear applicability for HR practice and help contribute to evidence-based HR. As such, projects submitted for funding should have a high likelihood of both adding value to the HR academic literature (i.e., be suitable for leading academic journals) and yielding practical implications for HR managers (i.e., applied outlets should be interested in the research results). The SHRM Foundation is open to funding research using any type of research methodology as long as the proposed methodology is sound and appropriate for the proposed research question(s). Those research questions typically (but not solely) take the form of theoretically derived hypotheses.

For more info <http://www.shrm.org/about/foundation/research/Pages/default.aspx>

EDUCATION

See also opportunities listed under MULTIPLE DISCIPLINES

Demonstration Projects to Ensure that Students with Disabilities Receive a Quality Higher Education - 84.333A

United States Department of Education (ED)

Due date: Apr 01, 2012 (anticipated)

The purpose of the Demonstration Program is to award grants to institutions of higher education (IHEs) to develop innovative demonstration projects that provide technical assistance or professional development that faculty and administrators at IHEs need to effectively teach students with disabilities. IHEs funded under this program also will disseminate information widely about promising practices and activities that yield positive results in their projects and will provide training to enable faculty and administrators in other IHEs to meet the educational needs of students with disabilities.

For more info <http://www.ed.gov/programs/disabilities/index.html>

Striving Readers - 84.371A

United States Department of Education (ED)

Due date: Apr 01, 2012 (letter of intent); May 09, 2012 (full proposal)

The purposes of the Striving Readers program are to raise the literacy levels of adolescent students in schools that are eligible for assistance under Title I, Part A of the Elementary and Secondary Education Act of 1965, as amended (ESEA), and that enroll significant numbers of students reading below grade level and to build a strong, scientific research base for identifying and replicating strategies that improve adolescent literacy instruction.

The first absolute priority for this call is Supplemental Literacy Intervention for Struggling Readers in Middle and High School Grades. To be eligible for consideration under this priority, an applicant must propose to implement a supplemental literacy intervention during the second, third, and fourth years of the project period that

- will be provided to struggling readers in any of grades six through 12 in no fewer than five eligible schools;
- supplements the regular English language arts instruction students receive;
- provides instruction exclusively or primarily during the regular school day, but that may be augmented by afterschool instruction;
- is at least one full school year in duration;
- includes the use of a nationally normed, reliable, and valid screening reading assessment to identify struggling readers;
- includes the use of a nationally normed, reliable, and valid diagnostic reading assessment to pinpoint students' instructional needs;
- uses a research-based literacy model that is flexible enough to meet the varied needs of struggling readers, is intense enough to accelerate the development of literacy skills, and includes, at a minimum, the stated practices; and
- has been implemented in at least one school in the United States during the preceding five years.

The second absolute priority is Rigorous and Independent Evaluation. To be eligible for consideration under this priority, an applicant must propose to support a rigorous experimental evaluation of the effectiveness of the supplemental literacy intervention it implements under Priority 1 (Supplemental Literacy Intervention for Struggling Readers in Middle and High School Grades) during the second, third, and fourth years of the project that will

- be carried out by an independent evaluator whose role in the project is limited solely to conducting the evaluation;
- use a random lottery to assign eligible struggling readers in each school in the project either to the supplemental literacy intervention or to other activities in which they would otherwise participate, such as a study hall, electives, or another activity that does not involve supplemental literacy instruction;
- include rigorous and appropriate procedures to monitor the integrity of the random assignment of students, minimize crossover and contamination between the treatment and control groups, and monitor, document, and, where possible, minimize student attrition from the sample;
- measure outcomes of the supplemental literacy intervention using, at a minimum the reading language arts assessment used by the state to determine whether a school has made adequate

yearly progress under part A of title I of the ESEA, and a nationally normed, reliable, and valid outcome reading assessment that is closely aligned with the literacy skills targeted by the supplemental literacy intervention;

- use rigorous statistical models to analyze the impact of the supplemental literacy intervention on student achievement, including the use of students' prior-year test scores as a covariate in the model to improve statistical precision and also including appropriate statistical techniques for taking into account the clustering of students within schools;
- include an analysis of the fidelity of implementation of the critical features of the supplemental literacy intervention based on data collected by the evaluator;
- include measures designed to ensure that the evaluator obtains high response rates to all data collections;
- include no fewer than 750 struggling readers per year in all of the schools and grades served by the supplemental literacy intervention; and
- be designed to detect not less than a 0.10 standard deviation impact of the supplemental literacy intervention on student achievement, which represents approximately three to five months of growth in reading achievement on standardized assessments for the typical student in grades 6 through 12.

For more info <http://www.ed.gov/programs/strivingreaders/index.html>

History of Education Best Article Award

History of Education Society (HES)

Due date: Apr 02, 2012 (anticipated)

The History of Education Society awards this prize biennially for the best article in the history of education, broadly defined to cover a wide range of educational and cultural issues inside and outside of the United States. This includes work on schools and universities, teachers, students, and families. The next award will be presented at the fall 2010 meeting of the History of Education Society. Articles published in journals during 2008 and 2009 (no book chapters) are eligible.

For more info <http://www.historyofeducation.org/announce/awards/2010article.html>

Technology and Media Services for Individuals With Disabilities - Steppingstones of Technology Innovation for Children With Disabilities (Phase 1) - 84.327A

United States Department of Education (ED)

Due date: Apr 21, 2012 (anticipated)

The purposes of the Technology and Media Services for Individuals with Disabilities program are to (1) improve results for children with disabilities by promoting the development, demonstration, and use of technology; (2) support educational media services activities designed to be of educational value in the classroom setting to children with disabilities; and (3) provide support for captioning and video description that are appropriate for use in the classroom setting.

Projects funded under Phase 1 - Development must develop and refine a technology-based approach, and test its feasibility for use with children with disabilities. Activities under Phase 1 of the priority may include development, adaptation, and refinement of technology, materials, or methodologies. Activities under Phase 1 of the priority must include a formative evaluation of the technology-based approach's usability and feasibility for use with children with disabilities. Each project funded under Phase 1 must be designed to develop, as its primary product, a promising technology-based approach for which it demonstrates evidence of its usability and feasibility for improving results for children with disabilities.

For more info

<http://www07.grants.gov/search/search.do;jsessionid=78xDN1vYDJvnChh9v58Tkc4sFSxvD0ltBv2ppNFchKhknVhntllh!-747310286?oppId=76953&mode=VIEW>

Paraprofessional Preservice Program Improvement Grants - ED-GRANTS-031111-001

United States Department of Education (ED)

Due date: Apr 25, 2012 (anticipated)

The purposes of this program are to (1) help address state-identified needs for highly qualified personnel - in special education, related services, early intervention, and regular education - to work with infants, toddlers, and children with disabilities; and (2) ensure that those personnel have the necessary skills and knowledge, derived from practices that have been determined through scientifically based research and experience, to be successful in serving those children. The projects funded under this competition must make positive efforts to employ and advance in employment qualified individuals with disabilities (ref. section 606 of IDEA). Applicants and grant recipients funded under this competition must involve individuals with disabilities or parents of individuals with disabilities ages birth through 26 in planning, implementing, and evaluating the projects.

For more info <http://www2.ed.gov/programs/osepprep/applicant.html>

Reading for Understanding Research Initiative - 84.305F

United States Department of Education (ED)

Due date: Apr 29, 2012 (letter of intent); Jun 24, 2012 (application)

The Reading for Understanding Research Initiative (Reading Initiative) is intended to support applied basic research to

- identify underlying processes that are malleable and potential targets for intervention;
- develop and evaluate interventions (e.g., instructional approaches, curricula, technology, teacher professional development programs) to improve reading comprehension for students in prekindergarten through Grade 12; and
- develop and validate assessments of reading comprehension.

The Reading Initiative will take a comprehensive approach to tackling the problem of improving reading comprehension. In addition, the Institute plans for the Reading Initiative to change the

way in which research on reading has been conducted by accelerating the research process and creating a tightly linked network of researchers.

Applicants must designate whether an application is for a Core Team award or for the Assessment Team award. Under this competition, a research team may receive only one award whether the award is a Core Team award or an Assessment Team award.

Applicants for a Core Team award must designate the grade range that will be covered by the proposal (e.g., Grades 5 through 9). The grade range must be for at least five consecutive grades but may cover more than five consecutive grades (e.g., prekindergarten through Grade 6). For illustrative purposes, the Institute anticipates a division by early, middle, and upper grades, which might be

- early grades from prekindergarten through Grade 3 or 4 or 5;
- middle grades from Grade 3 or 4 or 5 through Grade 8 or Grade 9; and
- upper grades from Grade 7 or 8 through Grade 12.

However, applicants are free to propose projects that cover wider grade ranges (e.g., prekindergarten through Grade 6; Grade 6 through Grade 12). The Institute is not specifying exact grade ranges for the Core Team applications because of local variation in grouping of grades in buildings. However, applicants proposing to work with early grades must begin with prekindergarten, and applicants proposing to work with upper grades must end with Grade 12.

Applicants for an Assessment Team award must cover reading comprehension assessment from prekindergarten through Grade 12. The Institute recognizes that assessment of "reading comprehension" for younger children may more appropriately be construed as assessment of component skills (e.g., oral language). The point, however, is that the Assessment Team will cover assessment relevant to reading comprehension across the span from prekindergarten (age 4) through Grade 12.

For more info <http://ies.ed.gov/ncer/projects/program.asp?ProgID=62>

Mathematics and Science Education - 84.305A

United States Department of Education (ED)

Due date: Apr 21, 2012 (letter of intent); Jun 23, 2012 (application)

The Institute intends for the research program on Mathematics and Science Education (Math/Science) to contribute to the improvement of mathematics and science knowledge and skills of students from kindergarten through Grade 12. The long-term outcome of this program will be an array of tools and strategies (e.g., curricula, programs, assessments) that have been demonstrated to be effective for improving or assessing mathematics and science learning and achievement.

The Institute intends for the Math/Science program to support research on curricula and instructional approaches intended to improve mathematics and science proficiency from kindergarten through high school. The Institute is primarily interested in interventions that

address core mathematics and science content (e.g., Math: addition/subtraction, fractions, algebra, geometry, trigonometry, calculus; Science: physical science, earth science, life science). The majority of the projects in the Math/Science program have focused on developing or evaluating mathematics or science curricula or technology. Few projects in the Math/Science program have focused on research on instructional approaches to improve student learning in mathematics or science. The Institute encourages applications focusing on the development or evaluation of instructional approaches to improve the mathematics and science performance of K-12 students.

The Institute also encourages researchers to explore malleable factors (e.g., children's abilities and skills, instructional practices) that are associated with better mathematics or science outcomes, as well as mediators and moderators of the relations between these factors and student outcomes, for the purpose of identifying potential targets of intervention.

Finally, to improve mathematics and science skills, instruction may need to be tailored to the sources of difficulty that individual students experience. An ideal learning environment might involve regular and frequent assessment of skills and the possibility of individualized instruction for students based on the particular source of their difficulties. For example, the Institute is currently funding the development and validation of formative assessments in mathematics and science that are intended to provide teachers with timely data on students' progress that can inform subsequent instruction. Under the Math/Science research program, the Institute invites proposals to develop and validate new assessments of, as well as proposals to validate existing measures of, mathematics or science learning to be used for instructional purposes (e.g., progress monitoring measures, diagnostic assessments).

For more info http://ies.ed.gov/funding/ncer_rfas/mathsci.asp

English Learners - 84.305A

United States Department of Education (ED)

Due date: Apr 21, 2012 (letter of intent); Jul 21, 2012 (application – anticipated)

Through its research program on English Learners (EL), the Institute intends to contribute to improvement of academic achievement in reading, writing, mathematics, or science, as well as other school outcomes (e.g., graduation rates) for students in grades K-12 who are English learners. The long-term outcome of this program will be an array of tools and strategies (e.g., assessments, instructional approaches, programs, and policies) that have been documented to be effective for improving academic outcomes for EL students. Research supported through this program must be relevant to education in the United States.

For more info http://ies.ed.gov/funding/ncer_rfas/ell.asp

Cognition and Student Learning - 84.305A

United States Department of Education (ED)

Due date: Apr 21, 2012 (letter of intent); Jun 23, 2012 (application – anticipated)

The purpose of the Cognition and Student Learning (Cognition) research program is to improve student learning by applying recent advances in cognitive science to education practice. The long-term outcome of this program will be an array of tools and strategies (e.g., instructional approaches, computer tutors) that are based on principles of learning and information processing gained from cognitive science and that have been documented to be efficacious for improving learning in education delivery settings from prekindergarten through high school and for vocational or adult basic education or developmental (remedial)/bridge programs for underprepared college students.

Focusing on a content domain such as mathematics, reading, science, or social studies, and working with learners from prekindergarten through college, most of the Cognition researchers examine ways to leverage underlying cognitive principles to revise instruction and support student learning.

Through the Cognition research program, the Institute supports research that utilizes cognitive science to develop and test innovative approaches intended to improve teaching and learning in authentic education settings. For typical Cognition projects, researchers begin by identifying a specific learning or instructional problem in schools, consider which findings from the empirical literature might be relevant to tackling the problem, and then propose a research plan for translating those findings into an education strategy that addresses the problem. Researchers should note that the Institute is interested in the development of strategies and materials that involve students learning educationally meaningful or relevant components or units of academic content, such as would be covered in a chapter or multiple chapters addressing a topic or learning goal in a textbook. The Institute strongly encourages cognitive scientists to collaborate with education researchers and practitioners who understand teaching and learning in the context of authentic education settings.

Under the Cognition program, the Institute also funds projects designed to explore the cognitive processes underlying the acquisition of reading, writing, mathematics knowledge and skills, science knowledge and skills, or general study skills. This is translational research intended to inform the development of innovative programs, practices, or products to improve student outcomes. Researchers interested in exploratory research can take a variety of different approaches, including short-term longitudinal studies and small laboratory or classroom-based experiments.

Finally, the Institute also encourages projects that address how principles and knowledge emerging from research in cognitive science can be used to improve teacher practices and ultimately student learning. For example, researchers could identify teachers whose students typically gain more than students of the average teacher, conduct detailed observations to compare the instructional practices of high-gain teachers with average-gain teachers, and use these data to identify instructional approaches or patterns of instructional strategies that distinguish the two groups. The ultimate objective would be to obtain an understanding of the instructional approaches of high-gain teachers that would lead to the development of interventions.

For the Cognition and Student Learning topic, applicants must submit under one of four goals: Exploration, Development and Innovation, Efficacy and Replication, or Measurement. The Institute does not accept applications under the Scale-up Evaluation goal for the Cognition program.

For more info http://ies.ed.gov/funding/ncer_rfas/casl.asp

ENGINEERING & COMPUTER SCIENCE

See also opportunities listed under MULTIPLE DISCIPLINES

Silicon Mechanics Announces Research Cluster Grant

High Performance Compute Cluster using the latest AMD Opteron processors and NVIDIA GPU
Due date: February 15, 2012

Silicon Mechanics, a leading integrator of rackmount servers, storage systems, and high-performance computing solutions, is dedicated to building relationships and collaborating with professors and researchers at universities and other research institutions.

This grant program is open to all US and Canadian qualified post-secondary institutions, university-affiliated research institutions, non-profit research institutions, and researchers at federal labs with university affiliations.

For more info www.siliconmechanics.com/research_cluster_grant

Charles Stark Draper Prize

National Academies - National Academy of Engineering (NAE)

Due date: Apr 01, 2012 (anticipated)

Each year the National Academy of Engineering (NAE) salutes leaders in engineering for their lifetime dedication to their field and their commitment to advancing the human condition through great engineering achievement or through innovation in engineering and technology education.

Recognized as one of the world's preeminent awards for engineering achievement, the Charles Stark Draper prize honors an engineer whose accomplishment has significantly impacted society by improving the quality of life, providing the ability to live freely and comfortably, or permitting the access to information. The Draper Prize is awarded annually and recognizes achievements in all engineering disciplines.

For more info

<http://www.nae.edu/Activities/Projects20676/Awards/20681/NominationProcedures.aspx>

NWRI-AMTA Fellowships for Membrane Technology

National Water Research Institute (NWRI)

Due date Apr 01, 2012

The American Membrane Technology Association (AMTA) and the National Water Research Institute (NWRI) have joined together to sponsor the NWRI-AMTA Fellowship dedicated to membrane technology research. This joint fellowship advances AMTA's mission to promote, advocate, and advance the understanding and application of membrane technology to create safe, affordable, and reliable water supplies, and to treat municipal, industrial, agricultural, and waste waters for beneficial use.

The research must pertain to NWRI's mission statement, which is to create new sources of water through research and technology and to protect the freshwater and marine environments; and AMTA's vision statement, which is to solve water supply and quality issues through the widespread application of membrane technology.

Possible areas of study include (but are not limited to) the following:

1. Innovative membrane treatment technologies
2. Use of advanced materials
3. Membrane bioreactors (MBRs)
4. Membrane fouling or scaling control
5. Membrane removal efficiency
6. Membrane pre-treatment
7. Improved feedwater recovery

For more info <http://www.nwri-usa.org/>

High School Apprenticeship Program (HSAP)/University Research Apprenticeship Program (URAP) - W911NF-11-R-0004

United States Department of Defense (DOD)

Due date Apr 08, 2012

The Army Research Office (ARO) intends to conduct for a second year the High School Apprenticeship Program (HSAP) and expand the reach to include an Undergraduate Research Apprenticeship Program (URAP) component. HSAP/URAP will fund the science, technology, engineering, or math (STEM) apprenticeship of promising high school juniors, seniors, and undergraduate college students to work in a university structured research environment under the direction of existing ARO-sponsored principal investigators (PI) serving as mentors. Awards will be made as add-ons to existing single-investigator grants, Multidisciplinary University Research Initiative (MURI) grants, and University Affiliated Research Centers (UARCs) that have at least 12 months' period of performance remaining from the date of proposal submission. The overall objectives of HSAP/URAP include: ensuring a high quality and high quantity STEM workforce in the US; fostering student interest in STEM subject areas; facilitating follow-on student opportunities including university enrollment and DoD scholarships/internships; and ultimately exposing the apprentices to the attractive, meaningful, and challenging military and civilian

career STEM opportunities.

The PI/mentor is principally responsible for identifying meaningful and significant duties and responsibilities under the auspices of the current grant and will provide the day-to-day guidance and oversight for the apprentice. The apprentice must be at least a junior in high school, i.e., started the fall semester of their junior year or be an undergraduate college student. Since no per diem is provided, the apprentice will typically be physically proximate to the hosting university; although there is no exclusive proximity requirement

For more info <http://www.arl.army.mil/www/default.cfm?page=8>

Intelligence Community Centers of Academic Excellence Program - HM1582-11-BAA-0001
United States Department of Defense (DOD)
Due date: Apr 19, 2012 (anticipated)

This BAA announces the FY 2011 competition for the Intelligence Community Center of Academic Excellence (IC CAE) program. The primary focus of this effort is to enhance the capabilities of United States IC CAE schools to perform research with the objective of enhancing critical expertise in cultural, diverse regional and geographic understanding, foreign language proficiency, science, technology, and engineering areas critical to the IC's mission.

For more info <http://www.grants.gov/search/search.do?mode=VIEW&oppId=72733>

Fostering Interdisciplinary Research on Education (FIRE) - NSF 11-526
National Science Foundation (NSF)
Due date: Apr 29, 2012 (anticipated)

FIRE is a strand of the Research and Evaluation on Education in Science and Engineering (REESE) program (NSF 10-586) and it is anticipated that FIRE will eventually be incorporated into the REESE solicitation. The FIRE program seeks to facilitate the process by which scholars can cross disciplinary boundaries to acquire the skills and knowledge that would improve their abilities to conduct rigorous research on STEM learning and education. The primary goal of the strand is to facilitate the development of innovative theoretical, methodological, and analytic approaches to understanding complex STEM education issues of national importance and, by so doing, make progress toward solving them. A secondary goal of the strand is to broaden and deepen the pool of investigators engaged in STEM educational research. In order to address this goal, investigators must pair with a mentoring scholar in a to-be-learned field of interest. Proposals therefore have both a research and a professional development component. Investigators may receive a FIRE award at any point in their postgraduate careers.

For more info <http://www.nsf.gov/pubs/2011/nsf11526/nsf11526.htm>

FINE ARTS

Grants

Graham Foundation, Elizabeth Firestone

Due date: Mar 15, 2012 (letter of intent); Apr 15, 2012 (full proposal)

The foundation is dedicated to fostering awareness and appreciation of contemporary visual art, particularly through catalogues and other publications that document art produced by emerging or under-recognized artists. The foundation is also interested in special projects that attempt to bring together artists and the community and in efforts to provide exposure to contemporary art where it may not otherwise be seen.

Funding is currently available to support direct costs for catalogues and other publications accompanying contemporary art exhibitions and projects, especially those supporting emerging and under-recognized artists and produced by smaller organizations outside the nation's cultural centers. Limited funds are also available for publications related to the grantee organization and its programs or collections.

For more info <http://efgfoundation.com/applicationguidelines.html>

Avant-Garde Masters Grants

National Film Preservation Foundation (NFPF)

Due date: Mar 25, 2012 (registration); Apr 29, 2012 (application)

These cash preservation grants, made possible through the generosity of The Film Foundation, support laboratory work to preserve significant examples of America's avant-garde film heritage. This grant supports the preservation of a film or films by a single filmmaker or from a cinematic group significant to the development of avant-garde film in America. Works made within the last 20 years are not eligible. The grants target avant-garde films made in the United States or by American citizens abroad and not physically preserved by commercial interests. Materials originally created for television or video are not eligible, including works produced with funds from broadcast or cable television entities. Applications should show how the proposed titles have made a significant contribution to American experimental film or, if the works are lesser known today, demonstrate how the films will contribute to a better understanding of avant-garde film history. Proposals must also explain why the proposed films are in need of preservation and include plans detailing how the films will be made available to the public and the scholarly community.

For more info <http://www.filmpreservation.org/nfpf-grants/avant-garde-masters-grants>

William Faulkner - William Wisdom Creative Writing Competition

Pirate's Alley Faulkner Society

Due date: Apr 01, 2012 (anticipated)

A competitive talent search open to all writing in English, the William Faulkner - William Wisdom Creative Writing Competition is for previously unpublished work. Entries are accepted in seven categories: Novel, Novella, Novel-in-Progress, Short Story, Essay, Poetry, and Short Story by a High School Student. Overall goals of the competition are to seek out new, talented writers and assist them in finding literary agents and, ultimately, publishers for their work.

Divisions of the competition are as follows:

Category One - Novel. The entry must be an original work of fiction, previously unpublished.

Category Two - Novella. The entry must be a short work of original fiction, previously unpublished. Works of fiction limited to 35,000 words must be submitted in the novella category.

Category Three - Novel-in-Progress. The entry must be a highly polished outline or synopsis, and first few chapters or first 50 pages. Entry must not exceed 12,500 words, including outline or synopsis. Entries may be any form of novel, including literary, mainstream, or genre. Entries exceeding 12,500 words will not be accepted.

Category Four - Short Story. The entry must be a short work of fiction of less than 15,000 words.

Category Five - Essay. The entry must be limited to 2,500 words and must be an original work of creative non-fiction. Essays can be on any subject.

Category Six - Poetry. The entry must be a single work of original poetry of not more than 750 words.

Category Seven - Short Story by a High School Student. The entry must be an original work of fiction of less than 5,000 words, written by a high school student. Entries must have sponsoring teacher or school, preferably both.

A major goal of the society is to encourage literacy in the English language. All entries, therefore, must be written in the English language. Entries may, of course, contain brief passages in other languages for creative emphasis. Foreign nationals should note that proficiency in English is a necessity to compete successfully.

For more info <http://www.wordsandmusic.org/competition.html>

Publication Grants

Society for the Preservation of American Modernists

Due date: Apr 01, 2012 (anticipated)

Through an annual series of Publication Grants, the Society for the Preservation of American Modernists (SPAM) supports the authorship of articles or books by independent scholars, writers, students and professionals in the following subject areas: the artistic contributions of the

American modernists, and the history of public and private support for the arts in the United States. Either of these areas may be explored in a successful application.

Publication Grants are intended to encourage non-academics to do original research, and to encourage academics to make their research accessible to the public. SPAM will include the work--published or unpublished--in all SPAM research archives and databases.

For more info http://www.americanmodernists.org/grant_public.html

Regional Touring Program

Mid-America Arts Alliance

Due date: Apr 01, 2012 (anticipated)

This is the second year Mid-America Arts Alliance (M-AAA) offers the Regional Touring Program (RTP) with an exclusive focus on the talented artists in the six-state region: Arkansas, Kansas, Missouri, Nebraska, Oklahoma, and Texas.

RTP funds will be awarded to presenters from the M-AAA region to support performances and residency activities involving Mid-America Artists' Registry members who are from outside the presenter's home state and metropolitan area.

Eligible projects must:

- feature a professional performing artist or ensemble listed on the M-AAA Artists' Registry and from outside the applicant's home state and metropolitan area;
- include at least one performance promoted and open to the general public, preceded by one educational activity which stimulates interest and participation in the public performance;
- educational activities must be substantive, create meaningful connections between community members and the artist(s) and may consist of a workshop, master class, lecture-demonstration, performance for students separate from public performances, in-school projects involving students or other similar activities; and
- serve audiences that lack access to performing arts due to geographic or economic conditions, ethnic background, disability, age or other factors.

For more info

<http://www.maaa.org/SiteResources/Data/Templates/t7.asp?docid=936&DocName=Grant%20Programs>

HUMANITIES

See also opportunities listed under MULTIPLE DISCIPLINES

Travel Grants

Jefferson Memorial Foundation

Due date: Apr 01, 2012

Travel grants are available on a limited basis for scholars and teachers wishing to make short-term visits to Monticello to pursue research or educational projects related to Jefferson.

For more info <http://www.monticello.org/site/research-and-collections/travel-grants-jefferson-related-projects>

Elizabeth Constantinides Translation Prize

Modern Greek Studies Association (MGSA)

Due date: Apr 01, 2012 (anticipated)

The Elizabeth Constantinides Translation Prize is awarded to a translation of a piece of modern Greek literature into English. The aim of the prize is to raise the profile of contemporary Greek literature and to bring the work of established and emerging Greek writers to the attention of the wider world. The Greek original must be imaginative literature - that is, a novel, a poem, a play, or a short story. The Greek original must be published; the English translation may be either published or unpublished.

For more info <http://www.mgsa.org/Prizes/Constant.html>

Wiener Laboratory Research Associateships

American School of Classical Studies at Athens (ASCSA) - Wiener Laboratory Fellowships

Due date: Apr 01, 2012 (anticipated)

Research Associateships in the Wiener Laboratory are available on a limited basis each year for the purpose of accommodating well-defined research by qualified scholars undertaking limited investigations. Preference will be given to projects that make significant use of the facilities of the Wiener Laboratory.

For more info <http://www.ascsa.edu.gr/index.php/wiener-laboratory/wlfellowships>

Alfred M. Landon Historical Research Grants

Kansas State Historical Society, Inc. (KSHS, Inc.)

Due date: Apr 01, 2012 (anticipated)

The stipend will be awarded to help defray expenses while using the resources of the Kansas Historical Society's State Archives & Library, Kansas Museum of History, or both. The Alfred M. Landon Historical Research Grant is presented annually to graduate students for research in the collections of the Kansas Historical Society.

For more info <http://www.kshs.org/involved/help/landon.htm>

Joseph H. Hazen Education Prize

History of Science Society (HSS)

Due date: Apr 01, 2012

The prize is awarded in recognition of outstanding contributions to the teaching of history of science. Educational activities recognized by the award are to be construed in the broadest sense and should include but not be limited to the following: classroom teaching (K-12, undergraduate, graduate, or extended education), mentoring of young scholars, museum work, journalism, organization and administration of educational programs, influential writing, educational research, innovation in the methodology of instruction, preparation of pedagogical materials, or public outreach through non-print media.

For more info http://www.hssonline.org/about/hazen/society_hazen_education.html

Oral History Grants

Harvard University - Radcliffe Institute for Advanced Study

Due date: Apr 01, 2012 (anticipated)

The Arthur and Elizabeth Schlesinger Library on the History of Women in America invites scholars who are conducting oral history interviews relevant to the history of women or gender in the United States to apply for support. This grant stipulates that the interviews take place in accordance with guidelines of the Oral History Association, that consent is obtained from interviewees for their words to be viewed by researchers worldwide, and that true copies or transcripts of the original recording of the oral interviews, as well as copies of the consent forms, be deposited in the Schlesinger Library. Applications will be evaluated on the significance of the research and documentation planned and the project's potential contribution to the advancement of knowledge

For more info http://www.radcliffe.edu/schles/oral_history_grant.aspx

INTERNATIONAL AREA STUDIES

See also opportunities listed under HUMANITIES and MULTIPLE DISCIPLINES

Bridging Scholarships for Study in Japan

Association of Teachers of Japanese (ATJ)

Due date: Apr 08, 2012

Scholarships are available to American undergraduate students participating in study-abroad programs in Japan. The scholarships are intended to assist students with the travel and living expenses they will incur while studying abroad in Japan for a semester or an academic year. The scholarships will support undergraduate study in any field of study.

For more info <http://www.colorado.edu/ealld/atj/Bridging/scholarships.html>

Research Grants Program

Foundation for the Future

Due date: Apr 30, 2012 (preliminary); Aug 01, 2012 (application)

The Foundation For the Future conducts and funds a Research Grants Program to provide financial support to scholars undertaking research at a macro level that is directly related to better understanding the factors affecting the long-term future of humanity. Preliminary Grant Applications, in this cycle, will be considered for funding only if they pertain to one of the four specific subject areas described below:

1. How will global changes in birth rates, mortality rates, and reproductive technology affect the human genome over the long-term future?
2. What effect will the current global immigration and emigration of populations have on the demography of the planet over the long-term future?
3. What are likely to be the major global driving forces/initiatives/issues for humanity through the new millennium?
4. Are mechanisms of biological and cultural evolution in sync with our systems of governance and economy? How are they likely to evolve and develop over the long-term future?

For more info http://www.futurefoundation.org/awards/rga_schedule.htm

MEDICINE & LIFE SCIENCES

See also opportunities listed under MULTIPLE DISCIPLINES

The Klarman Family Foundation

Grants Program in Eating Disorders Research

Due date: February 1, 2012

The Klarman Family Foundation is interested in providing strategic investment in translational research that will accelerate progress in developing effective treatments for anorexia nervosa, bulimia nervosa and binge eating disorder. The Program's short-term goal is to support the most outstanding science and expand the pool of scientists whose research explores the basic biology of eating disorders. The long-term goal is to improve the lives of patients suffering from these conditions.

Examples of funding areas include but are not limited to molecular genetic analysis of relevant neural circuit assembly and function; epigenetic research; animal models created by genetically altering neural circuits; and testing of new chemical entities that might be used in animal models as exploratory treatments. Please note that imaging studies involving humans are not eligible.

Investigators conducting research in the neuro-circuitry of fear conditioning or reward behavior may also apply but must justify the relevance of their research projects to the basic biology of eating disorders. Clinical psychotherapeutic studies, medication trials and research in the medical complications of these disorders are outside the scope of this Program.

For more info www.tmfgrants.org/klarman

Lymphatic Research Foundation

Support to Outstanding HIH-funded F32 postdoctoral fellows

Due date: February 3, 2012

The Lymphatic Research Foundation is a 501(c)(3) not-for profit organization whose mission is to advance research of the lymphatic system and to find the cause of and cure for lymphatic diseases, lymphedema, and related disorders. LRF is pleased to announce that it is offering additional support to outstanding NIH-funded F32 postdoctoral fellows who are currently working in a field relevant to the lymphatic system. The goal of the Additional Support Awards Program is to help foster career interest in the field of lymphatic research by offering additional funds for F32 postdoctoral research projects.

For more info www.tmfgrants.org/LRF32

Institutional Research Grants (IRG)

American Cancer Society (ACS)

Due date: Apr 01, 2012 (anticipated)

An Institutional Research Grant (IRG) is a block award to an institution that enables it to give small grants to beginning investigators who have no national peer-reviewed research grant support. The intent is to support these junior faculty in initiating cancer research projects so they can obtain preliminary results that will enable them to compete successfully for national research grants.

The purpose of the Institutional Research Grants program is:

- to support the development of new investigators to conduct independent cancer research;
- to foster direct relationships between funded institutions and the local American Cancer Society; and
- to support research by newly independent investigators in areas of special interest to the society.

For more info <http://www.cancer.org/Research/ResearchProgramsFunding/institutional-research-grants>

McKnight Memory and Cognitive Disorders Awards

McKnight Endowment Fund for Neuroscience

Due date: Apr 01, 2012 (anticipated)

The McKnight Endowment Fund for Neuroscience supports innovative research designed to bring science closer to the day when diseases of the brain can be accurately diagnosed, prevented, and treated. To this end, the McKnight Memory and Cognitive Disorders Award

assists scientists working to apply the knowledge achieved through basic research to human brain disorders that affect memory or cognition.

The fund is interested in proposals that address memory or cognition under normal and pathological conditions. This includes proposals that address mechanisms of memory or cognition at the synaptic, cellular, or behavioral level in animals, including humans. The fund is particularly interested in proposals that incorporate fundamentally new approaches, as well as those that involve human experimentation. Collaborative and cross-disciplinary applications are encouraged.

Projects restricted to the creation of conventional mouse knockouts in candidate disease genes identified by association studies, or to broadly overexpress those genes, are discouraged. In addition, projects to perform genetic interaction screens on disease genes in model organisms (yeast, worm, fly, fish) will not be considered, unless the project includes substantive specific aims that investigate the disease relevance of any new genes so discovered in human or mammalian model systems.

For more info

http://www.mcknight.org/neuroscience/news/news_detail.aspx?itemID=3728&catID=85&typeID=2

Research Grant

Gloeckner Foundation, Fred C.

Due date: Apr 01, 2012

The foundation provides a source of financial aid for research and educational projects in floriculture and in the supporting and allied fields, such as agricultural economics, agricultural engineering, entomology, plant breeding, plant pathology, and plant physiology related to floriculture.

For more info <http://www.gloecknerfoundation.org/fundingp.htm>

Macrosystems Biology: Research on Biological Systems at Regional to Continental Scales
National Science Foundation (NSF) 10-555

Due date: Apr 04, 2012

The Macrosystems Biology: Research on Biological Systems at Regional to Continental Scales will support quantitative, interdisciplinary, systems-oriented research on biosphere processes and their complex interactions with climate, land use, and invasive species at regional to continental scales as well as planning and development activities to enable groups to conduct Macrosystems Biology Research. Two categories of awards will be made. Category 1 Awards will be exploratory or incubation grants to develop teams, explore a high risk idea, strategy, or innovative approach, hold workshops and develop plans to establish regional to continental scale

networks of partners. Category 2 Awards will be larger and longer grants to support full-fledged Macrosystems Biology Research or Modeling studies.

For more info http://www.nsf.gov/funding/pgm_summ.jsp?pims_id=503425

RIDGE 2000 - NSF 09-527

National Science Foundation (NSF)

Due date: Apr 07, 2012 (anticipated)

Ridge 2000 is a science initiative focused on integrated geological, biological, and geochemical studies of the Earth-encircling mid-ocean ridge system. Central to the Ridge 2000 program is the recognition that the origin and evolution of life in deep-sea hydrothermal ecosystems are inextricably linked to, and perhaps an inevitable consequence of, the flow of energy and material from Earth's deep mantle to the seafloor and ocean via magmatic and hydrothermal systems. To sharpen our knowledge of mid-ocean ridge systems, the first phase of the Ridge 2000 program involved integrated field, laboratory, and modeling studies of three representative, but geographically limited study sites. Research activities spanned a broad range of disciplines: from geophysics to geochemistry and from geology to biology to hydrothermal vent fluid dynamics.

With this solicitation, Ridge 2000 moves into its integration and synthesis phase where results from previous and ongoing interdisciplinary field expeditions and laboratory studies are to be brought to bear on advancing our conceptual and quantitative understanding of mid-ocean ridge systems and the processes that link geological, geophysical, geochemical, hydrothermal, and biological processes. As such, the program now shifts its focus from field data acquisition to integration and synthesis to help the program achieve its science goals.

The Ridge 2000 program has three components: Integrated Research Studies, Time Critical Studies, and the Ridge 2000 Postdoctoral Fellowship.

1. In the integration and synthesis phase of the program, Ridge 2000 Integrated Research Studies will focus on activities that lead to the development of quantitative or conceptual study-site and/or whole-system models using results of previous and ongoing Ridge 2000, coordinated, multi- and interdisciplinary, field studies and laboratory experiments. Use of complementary data from other mid-ocean ridge studies is strongly encouraged.
2. Major sporadic and/or transient events have important biological, chemical, hydrological, and geological impacts on mid-ocean ridge systems. The Time Critical Studies component of Ridge 2000 is devoted to detecting and locating these events and providing rapid deployment of instruments and sampling devices to events in progress. Events may include volcanic eruptions on the sea floor, intrusion of dikes or other magma bodies at the ridge axis, deformation events related to sea floor spreading and related phenomena, and dramatic changes in hydrothermal venting. Critical Time Studies will continue to be supported by Ridge 2000 during this phase of the program because of its importance in adding to our knowledge of fundamental seafloor spreading center processes and their effects on hydrothermal and hydrothermal vent ecosystems.

3. Ridge 2000 has an associated Postdoctoral Fellowship Program to foster cross-disciplinary interaction and encourage the infusion of new ideas in the field. A second objective is to broaden the expertise and professional development of the applicant. Applicants from within the field of marine science, as well as those from the outside, are encouraged to apply. Postdoctoral applicants should apply their conceptual and technical expertise to a priority Ridge 2000 objective. Projects should be distinct from those in which the applicant has previously participated.

The Ridge 2000 program also has a dedicated data repository, the Ridge 2000 Data Portal, which has tools to facilitate knowledge and data exchange to enable integrative studies that pull together information from disparate data sets in order to view the mid-ocean ridge system from a broader, more global perspective.

The ultimate goal of the Ridge 2000 Program is to understand the mid-ocean ridge as a complex geobiological reactor with interconnected parts that relate via diverse controls and feedbacks in time and space. Investigators are encouraged to develop proposals that attempt to draw together disparate data sets from each of the three Ridge 2000 Integrated Study Sites and from the broader mid-ocean ridge literature.

For more info <http://www.nsf.gov/pubs/2009/nsf09527/nsf09527.htm>

Active Living Research and New Connections Grant Opportunities

Johnson Foundation, Robert Wood (RWJF)

Due date: Apr 14, 2012 (anticipated)

Active Living Research is a national program of the Robert Wood Johnson Foundation (RWJF). The program supports research to inform policy and environmental strategies for increasing physical activity among children and adolescents, decreasing their sedentary behaviors and preventing obesity. RWJF places special emphasis on strategies with the potential to reach children and youths ages 3 to 18 who are at highest risk for obesity: African-American, Latino, American Indian, Alaska Native, Asian-American and Pacific Islander children, as well as children who live in under-resourced and lower-income communities. Grants funded under this call for proposals (CFP) are expected to advance RWJF's efforts to reverse the childhood obesity epidemic by 2015.

This CFP consists of grant opportunities for specified research topics and dissertation awards. It also includes funding opportunities for New Connections grants made available through the Active Living Research program. New Connections grants through Active Living Research are for new investigators who have been historically disadvantaged or underrepresented in research activities. This includes ethnic or racial researchers who are historically underrepresented, first-generation college graduates, and individuals from lower-income communities.

This CFP includes funding opportunities for (1) grants on specified research topics; (2) dissertation awards; and (3) New Connections grants made available through the Active Living Research program.

1. Grants on Specified Research Topics

Proposed studies must address one of the topics identified below. Populations of interest include children and youths ages 3 to 18, especially those who are at greatest risk for obesity, including African-American, Latino, American Indian, Alaska Native, Asian-American and Pacific Islander children, as well as children who live in under-resourced and lower-income communities.

Topic 1 - Evaluations of policy or environmental interventions and strategies for increasing physical activity or reducing sedentary behaviors among youths.

Topic 2 - Economic analyses to assess feasibility and advisability of policy or environmental interventions that affect youth physical activity or sedentary behaviors.

Topic 3 - Analyses of macro-level policies and environmental change strategies with strong potential to increase physical activity or reduce sedentary behaviors among youths.

Topic 4 - Quantitative meta-analyses of the relationships between built environment or social environment variables and physical activity; built environment or social environment variables and sedentary behavior; or built environment or social environment variables and obesity.

Topic 5 - Evaluations of youth advocacy efforts to support active living.

Topic 6 - Case studies of active living policy changes in communities at high risk for childhood obesity, including those with high rates of childhood obesity; those that represent the ethnic and racial groups at greatest risk; and under-resourced, lower-income or rural communities. Case studies that examine the impact of active living policy changes on youths with disabilities also will be considered.

2. Dissertation Awards

Dissertation awards are a priority for Active Living Research because they help build the evidence base and increase the number of investigators in this new field of study. Doctoral candidates in any field or discipline may request support for their doctoral dissertations. Projects must have clear relevance to the overall mission of Active Living Research, and to informing environmental and policy strategies for preventing childhood obesity by increasing physical activity among youths. However, projects do not have to address the specific topics in this CFP.

3. New Connections grants

New Connections grants through the Active Living Research program This funding opportunity is offered through collaboration with the RWJF New Connections program and grants are made available through the Active Living Research program. This funding opportunity is for new investigators from groups that have been historically underrepresented in the research activities supported by RWJF.

About New Connections

The Foundation's New Connections program is designed to expand the diversity of perspectives that inform RWJF programming and introduce new researchers and scholars to the Foundation, while simultaneously building evidence relevant to advancing RWJF programming objectives. The New Connections program invites investigators from groups that have been historically underrepresented in the research activities supported by RWJF - such as ethnic or racial researchers who are historically underrepresented, people from lower-income communities, and first-generation college graduates - to address specific questions posed by one of the

Foundation's programming areas. For the purpose of this CFP, only new investigators, defined as individuals who received their doctorate or terminal degree within the last seven years, are eligible for funding.

Grantees funded through New Connections grants by the Active Living Research program will be part of a broader network of grantees representing both the New Connections and Active Living Research programs. In addition to receiving listserv access, grantees will be eligible to participate in all RWJF New Connections training and networking events. Grantees also will be eligible to receive mentoring, networking and statistical support provided by Active Living Research program-sponsored activities. The New Connections network includes underrepresented scholars from all disciplines who share the Foundation's research interests.

Grantees funded through New Connections grants by the Active Living Research program also will have access to a range of technical assistance and mentoring opportunities. Effective mentoring can support and enhance research careers, foster the development of a diverse and multidisciplinary network of researchers, and advance the field by building a strong community of researchers who are working with communities at high risk for childhood obesity.

For more info <http://www.rwjf.org/applications/solicited/cfp.jsp?ID=21041>

PHYSICAL SCIENCES & MATHEMATICS

See also opportunities listed under MULTIPLE DISCIPLINES

Chretien International Research Grants

American Astronomical Society (AAS)

Due date: Apr 01, 2012 (anticipated)

The American Astronomical Society (AAS) administers the Chretien International Research Grants to further international collaborative projects in observational astronomy. Emphasis is on long-term visits and the development of close working relationships with astronomers in other countries.

For more info <http://www.aas.org/grants/chretien.php>

Cosmochemistry - NNH11ZDA001N-COS

National Aeronautics and Space Administration (NASA)

Due date: Apr 01, 2012 (letter of intent – anticipated); May 20, 2012 (full proposal – anticipated)

The Cosmochemistry Program supports investigations of extraterrestrial materials that are aimed at understanding the geochemistry of bodies (planets, satellites, including the Earth's Moon, and small bodies) and dust in the Solar System. The goal of this program is to support research projects that increase the understanding of the chemical origin of the Solar System and the processes by which its planets and small bodies have evolved to their present states. NASA is

particularly interested in proposals for sample-focused research projects that closely support its missions for exploring the Solar System or that contribute to the development of future missions. Individual investigations may contribute new data, analyze and synthesize existing data, or combine both kinds of activities.

Examples of the kinds of research supported by this program include

- measurements of mineral compositions, major and trace element chemistry, isotopic compositions, radiometric ages, magnetism, or radiation exposure effects;
- petrologic studies of extraterrestrial materials;
- laboratory studies of phase stability, chemical partitioning, and other processes necessary to interpret planetary data; and
- synthesis of previously obtained cosmochemical data.

Although no priorities are imposed on the general kinds of investigations, an ideal program is envisaged as a balance among them, consistent with the quality of submitted proposals and their relevance to the current Cosmochemistry Program.

This program might also support certain types of research on terrestrial analog samples, when such efforts contribute to overall program goals in cosmochemistry. Terrestrial research should address key geochemical processes in early planetary evolution; terrestrial history in terms of general Solar System processes; or the reasons for differences in evolution among the various planetary bodies; including Earth, the Moon, and parent bodies of meteorites. Proposals to analyze terrestrial samples should clearly explain the nature of the planetary connection, since this will be a key factor in ascertaining the relevance of such proposals for selection for this program.

Proposals for topical conferences, workshops, or symposia related to the Cosmochemistry program are no longer solicited by this program element. Instead, such proposals may now be submitted in response to Appendix E.2, "Topical Workshops, Symposia, and Conferences," of this NRA. Proposers should specifically identify the Cosmochemistry program as the relevant SMD program element and refer to the goals and objectives of the Cosmochemistry program in demonstrating relevance.

An important goal of the Planetary Science Research Program is to facilitate access to data and extraterrestrial sample material for scientific and educational purposes, in addition to NASA-supported research projects. NASA's Johnson Space Center, Houston, Texas, is responsible for the security of and access to all returned extraterrestrial samples, as well as the interplanetary dust particles collected by high-altitude aircraft and the meteorites collected in the Antarctic by field parties supported by the National Science Foundation (NSF).

For more info

<http://nspires.nasaprs.com/external/solicitations/summary.do?method=init&solId={931E8E9D-5FB5-C34E-F7DC-626EE429375A}&path=open>

NPP Science Team for Climate Data Records - NNH10ZDA001N-NPP

National Aeronautics and Space Administration (NASA)

Due date: Apr 01, 2012 (letter of intent – anticipated); May 14, 2012 (full proposal – anticipated)

This solicitation provides for the continuation of the work of the NPP Science Team, previously solicited under the 2006 NASA Research Announcement Earth System Science Research using Data and Products from Terra, Aqua, and ACRIMSAT Satellites (Appendix A.15 of ROSES 2006; NNH06ZDA001N-EOS) and the 2003 NASA Research Announcement NPP Science Team for Climate Data Records (NRA-03-OES-01). NASA requests investigations to continue the evaluation and improvement of NPP/NPOESS Environmental Data Records (EDRs), to develop new scientific approaches for extending key data records that cannot be continued by NPP/NPOESS, and to demonstrate applications of NPP data. The emphasis for all types of investigations is on securing continuous, well-characterized, long time series measurements of sufficient quality to answer critical Earth system science, global change, and/or applied sciences questions. This solicitation requests proposals from members of the scientific community to participate in the NPP Science Team. NASA requests investigations for

- new and successor investigations to continue the evaluation of NPP/NPOESS Environmental Data Records (EDRs), to demonstrate the suitability of these data sets for use as ESDRs and/or CDRs, and to develop and evaluate improvements to EDR algorithms that could make them more suitable as ESDRs or CDRs;
- new investigations to develop scientific approaches for continuing key ESDRs begun by EOS that cannot be continued by NPP/NPOESS due either to their omission from the initial plans for NPP/NPOESS or to known performance limitations of the instruments currently in development; and
- new investigations to develop and demonstrate innovative and practical applications of NPP data.

The emphasis for all types of investigations is on securing continuous, well-characterized, long time series measurements of sufficient quality to answer critical Earth system science, global change, and/or applied sciences questions.

Further explanation of NPP and NPOESS is provided below.

NASA's Earth Science Program aims to utilize global measurements in order to understand the Earth system and interactions among the oceans, land, atmosphere, and biota. To achieve this goal, a combination of shorter-term, process-oriented measurements is complemented by longer-term satellite measurements of a limited number of environmental properties. For the latter, a key requirement is the provision of well-calibrated, multiyear and multi-satellite data and data product series. The NASA Earth Observing System (EOS) satellites were deployed between 1999 and 2004 (the largest platforms were launched as follows: Terra in December 1999; Aqua in May 2002; and Aura in August 2004) to provide the new global observations needed to advance Earth system science and to initiate a number of new or improved long-term global data sets. The United States plans to continue many of these long-term data sets through the National Polar-Orbiting Operational Environmental Satellite System (NPOESS) beginning in 2014. The NPOESS Preparatory Project (NPP), currently scheduled for launch in 2011, will provide a

bridge to ensure data continuity between the NASA EOS research satellites and the NPOESS operational environmental satellite system.

Long-term, high-accuracy, stable, environmental observations are essential to document the state of the global Earth system as well as past and future variability and changes within it. These Earth system data records (ESDRs) and climate data records (CDRs) are required for quantitative understanding of the Earth system and for ascertaining the magnitude of any natural or human-induced changes to that system. It is imperative that the different satellite sensors used to create a long time series data set be well-characterized, stable, and inter-calibrated. It is equally imperative that the data products created over time be accurate and consistent, with known precision and well-quantified uncertainties. Creating and maintaining such high-quality data sets is a long-term, systematic process, requiring the highest levels of national (and international) cooperation and coordination. The NPP is the first satellite mission to address this challenge for a wide range of land, ocean, and atmospheric science data sets while simultaneously preparing to address operational requirements for meteorological observations. NPP builds on the tremendous success of NASA's EOS program in providing time series data products that have proven invaluable for delivering a wealth of information on global change trends within the Earth system. NPP also builds upon the efforts of international programs to coordinate Earth observations from space in order to ensure high-quality, inter-calibrated measurements that facilitate interoperability, including the efforts of the Committee on Earth Observation Satellites (CEOS) and its Calibration/Validation Working Group, the World Meteorological Organization's (WMO) Global Space-Based Inter-Calibration System, and the Global Climate Observing System's Climate Monitoring Principles. NPP's critical and mandated observations are needed for U.S. Global Change Research, U.S. Integrated Earth Observation System, and U.S. Ocean Action Plan efforts and contribute to the Global Earth Observation System of Systems (GEOSS).

For more info

<http://nspires.nasaprs.com/external/solicitations/summary.do?method=init&solId={A78637FB-C253-E230-D8CA-E78334B8D30A}&path=open>

BAA for Capabilities to Defeat Improvised Explosive Devices - JIEDDO-BAA-09-02

United States Department of Defense (DOD)

Due date: Apr 16, 2012 (anticipated)

The DOD solicits proposals for the development of innovative capabilities to defeat IEDs employed against United States and coalition forces anywhere in the world, but especially in Iraq and Afghanistan. JIEDDO is seeking innovative counter-IED capabilities that can be rapidly developed, demonstrated, and deployed within 12 to 24 months from award. However, JIEDDO is willing to entertain less mature systems with a potentially high payoff.

Proposals must address one of the following solicitation areas:

1. Detect, neutralize or mitigate person-borne IEDs
2. Detect, neutralize or mitigate buried IEDs or pressure initiation devices
3. Provide stand-off detection and confirmation of explosives or chemical compounds associated with explosives

4. Detect, neutralize or mitigate explosively formed penetrators
5. Counter-IED medical science and technologies
5. Any additional technology, information, or recommendations that would enhance existing counter-IED systems

For more info <https://www.fbo.gov/index?id=e87d5cd317b04bc7d8ddda0520442330>

SOCIAL SCIENCES

See also opportunities listed under HUMANITIES; INTERNATIONAL AREA STUDIES; and MULTIPLE DISCIPLINES

Robert Boguslaw Award for Technology and Humanism

American Sociological Association (ASA)

Due date: Apr 01, 2012

This award recognizes work that addresses technology and human affairs, social action and social change, conflicts over values, or work that proposes innovative solutions to emerging social issues associated with technology. In accordance with Robert Boguslaw's wishes, the honored work should address the concerns of ordinary people rather than reflecting organizational or institutional agendas. Unpublished papers or articles published within the last two years are eligible.

The award is limited to doctoral students or young investigators who have obtained their Ph.D.s in the past five years. Candidates may either submit their own work or be nominated by someone else. Neither nominees nor nominators need be affiliated with this or any other Section, nor do they need to be associated with any other professional network or organization.

For more info http://www.asanet.org/sections/environment_awards.cfm

Distinguished Career Award

American Sociological Association (ASA)

Due date: Apr 15, 2012

This award recognizes an outstanding individual who has contributed to the field of Latina/o Sociology with not only scholarly publications, but also teaching and mentoring.

For more info http://www.asanet.org/sections/latino_a_awards.cfm

MULTIPLE DISCIPLINES

Sunflower Foundation

Sunflower Trails

Due date: January 5, 2012

This Request for Proposals (RFP) is designed to help improve the health of students, families and communities by offering support to build new or expanded public trails to increase the opportunity for physical activity

For more info http://www.sunflowerfoundation.org/applying_for_a_grant-open_rfps.php

Krieghbaum Under-40 Award

Association for Education in Journalism and Mass Communication

Due date: Apr 01, 2012

The award honors AEJMC members under 40 years of age who have shown outstanding achievement and effort in all three AEJMC areas: teaching, research, and public service.

For more info <http://www.aejmc.com/home/2010/12/krieghbaum/>

One-time Grants Program for Academic Programs - Competition A

United States Department of State (DOS)

Due date: Apr 12, 2012 (anticipated)

This competition is one of two competitions that the Bureau of Educational and Cultural Affairs is conducting in accordance with the Conference Report (House Report 111-366) accompanying the Consolidated Appropriations Act, 2010 (P.L. 111-117) under Division F of the Department of State, Foreign Operations and Related Programs Appropriation Act 2010, "Educational and Cultural Exchange Programs" in support of an \$8 million "One-Time Competitive Grants Program."

The Office of Academic Programs will accept proposals for the following one-time special initiatives:

1. Intensive English Language Program
2. Capacity Building for Undergraduate Study Abroad

For more info <http://exchanges.state.gov/grants/open2.html>

Transformative Science Grants

United States - Israel Binational Science Foundation (BSF)

Due date Apr 13, 2012 (pre-proposal); Sep 07, 2012 (full proposal)

The BSF is pleased to announce the opening of the second round of applications in its new research grants program devoted to Transformative Science.

The Transformative Science grant program is a new research grants program of the BSF, initiated in 2010. It follows a somewhat similar program that has been active in the Israel

Science Foundation (ISF) for several years (Bikura Program), and also several programs initiated by funding agencies of the U.S. government. The definition used by the BSF for Transformative Science follows the one used by the NSF: "Research driven by ideas that have potential to radically change our understanding of an important scientific concept, or lead to the creation of a new paradigm, or a new field of science. Such research is also characterized by its challenge to current understanding or by its pathways to new frontiers".

The aim is to encourage and support research programs that, if successful, may have a far reaching impact on their scientific fields, and lead to unusually significant breakthroughs. This type of research endeavor usually has a high scientific risk and considerable chance of failure, and is often not favored by reviewers. In addition, it is mostly interdisciplinary and as such is more difficult for evaluation by the science support organizations. However, please note that in the BSF program, it is not sufficient that the suggested research be interdisciplinary; it has to be clearly transformative.

All areas of research supported by the BSF and any combination hereof between them will be eligible for submission each year.

- Biomedical Engineering
- Chemistry
- Computer Sciences
- Earth and Atmospheric Sciences
- Ecology and Systematic Biology
- Economics
- Energy Research
- Environmental Research (Air, Water and/or Soil)
- Health Sciences
- Life Sciences
- Materials Research
- Mathematical Sciences
- Oceanography and Limnology
- Physics
- Psychology
- Sociology

The BSF only supports bilateral, cooperative research by U.S. and Israeli scientists, conducted in both countries.

The BSF does not support the preparation or publication of books or monographs.

For further info

<http://www.bsf.org.il/BSFPublic/DefaultPage1.aspx?PageId=26&innerTextID=26>

United States Department of Agriculture (USDA)

National Education Programs for Food Safety

Due date: Apr 28, 2012 (letter of intent); Jun 29, 2012 (application)

Through a multidisciplinary and nationwide effort, applicants must develop an innovative, research-based, graduate, undergraduate, and formal and non-formal education and training activities in the area of food safety (must include virology); develop innovative, research-based college level education and formal and non-formal education and training programs, such as 4-H, for future food safety scientists (including food virologists) that include cross-disciplinary training in a variety of related fields; and recruit and retain youth with an interest in food science, food safety, and related fields, including virology. This trans-disciplinary effort should include multiple universities and faculty from microbiology/virology, agronomy, engineering, food science, public health, environmental science and food technology and processing or similar departments must be represented in each grant application. Students should gain strengths in multiple disciplines while maintaining competence in their major field by focusing on problem-oriented rather than discipline-oriented education and research. The program should develop and offer education, training and experience relevant to both academic and nonacademic careers by linking graduate education and research, through internships and mentoring, with research and extension in industry, national laboratory, or other settings.

The desired outcome is to stimulate the K-12, associate certificates and baccalaureate and master's level education system to produce students with science and math based competencies, who are independent thinkers and thoughtful investigators. These students should have completed interdisciplinary coursework, enabling them to identify solutions to complex food safety problems, work creatively in teams, and present solutions in a clear and concise manner.

For more info <http://www.nifa.usda.gov/funding/rfas/afri.html>